DOCUMENT RESUME

ED 283 994 CE 047 694

TITLE	Geriatric Technician.
INSTITUTION	Seton Hill Coll., Greensburg, Pa.
SPONS AGENCY	Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE	[87]
GRANT	93-7007
NOTE	37p.; For a related document, see CE 047 693.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Aging (Individuals); Allied Health Occupations; Competency Based Education; Educational Gerontology; Field Experience Programs; *Geriatrics; Health Education; *Hearing Impairments; Learning Modules; *Medical Services; Nursing; Nursing Homes; Nutrition; Older Adults; Postsecondary Education; Skill Development; Technical Occupations; *Visual Impairments
IDENTIFIERS	*Geriatric Workers

ABSTRACT

This curriculum for training geriatric technicians is geared toward developing an understanding of, as well as the skills to assist with, the visually or hearing impaired older adult. The curriculum is organized in four modules. Each module is assigned a time frame and a credit unit base. The modules are divided into four major areas: knowledge, practical skills, professionalism/self-awareness, and integration. The knowledge area consists of four units that cover the life process, needs of older adults, nutrition, mental health, physical illness, abuse, fire and other safety factors, vision and aging, and hearing and aging. The four units of the practical skills module cover personal care, medications and dressings, health assessments, basic ambulation, basic home management, vision and aging, and hearing and aging. In the area of self-awareness and professionalism, three units provide information on the health care team, communication skills, understanding needs, feelings, and attitudes, recognizing one's own values and fears, death and dying, stress and burnout, and employment opportunities. The final module integrates the skills of the preceding three through field experience. A bibliography of suggested materials completes the curriculum guide. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED283994

G E R I A T R I C T E C H N I C I A N

SETON HILL COLLEGE
GERONTOLOGY GRANT #93-7007
BUREAU OF VOCATIONAL AND ADULT EDUCATION
PENNSYLVANIA DEPARTMENT OF EDUCATION

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T. Lou Kraner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE047694

BEST COPY AVAILABLE

CURRICULUM FOR THE GERIATRIC TECHNICIAN

INTRODUCTION

The curriculum for training the Geriatric Technician is geared toward developing an understanding of, as well as the skills to assist with, the visual or hearing impaired older adult.

Prerequisites for admission into the program are a high school diploma or a GED. Prior to participating in field experience, the student must learn CPR and First Aid and present certifications in each.

The curriculum for the Geriatric Technician is set up to be in module form. Each module is assigned a time frame and a credit unit base. In order to provide the maximum amount of participation within the student group, enrollment should be limited to 15-20 students. This enables both interaction in classroom participation and instructor attention to practical skill applications. Successful completion of the entire program of 15 credit units will earn the student a certificate of completion. The program is set up to enable each student to work effectively with older adults. The skills and the knowledge acquired by the student are interdisciplinary and competency based.

The modules are divided into four major areas: Knowledge, Practical Skills, Professionalism/Self Awareness, and Integration.

The Knowledge area consists of the basic theories on the life process and aging. It presents information to clarify needs and desires of the older adult as well as to help dispel stereotypes. Specific modules on vision and aging and hearing and aging provide an understanding of the specific problems that face these older adults.

The Practical Skills area concentrates on the basic skills necessary to work as a nurses aide or a home health aide. It encompasses personal care, medications, dressings, ambulation, health assessments, home management and basic communications. Each of these areas has a basic component followed by a concentration on working with the hearing or visually impaired older adult.

The Professionalism/Self-Awareness area enables the student to be aware of his/her personal biases and to learn to work as a part of the health care team.

The Integration section is the coordination of knowledge, practical skills, professionalism and self awareness through placements in various settings of service for the older adult with a concentration on those who have hearing or visual impairments.

The goals of each area are as follows:

Knowledge - to increase knowledge of physical, psychological, social, cultural, and economic aspects of the aging process

- to increase knowledge of physical, psychological, social, cultural, and economic aspects of chronic illness

- to understand the needs and social difficulties faced by the older adult who has hearing or visual impairments

- to learn about community resources available to meet the needs of the older adult

- to understand communication problems facing the older adult

Practical Skills - to increase skills in responding to the complex set of physical, psychological, social, cultural, and economic needs of older adults and their families

- to increase ability in working with older adults with hearing and visual impairments

Professionalism/ Self-Awareness - to increase knowledge of self in relationship to older persons

- to increase disciplinary, multidisciplinary, and interdisciplinary collaboration in meeting the total needs of older adults and their families

Integration - to increase ability to work with older adults on health promotion, illness prevention, and treatment strategies and interventions

- to increase skills in working with the older adult on an individual basis, a group basis and a community level, especially those who have hearing or visual impairments

Competencies will be determined by testing in areas of knowledge and by evaluation of skills demonstrated at the end of each module. The student must score a minimum of 75% on each unit in the areas of knowledge and professionalism/self awareness. In the practical skills and integration areas, the student must score acceptable on a minimum of 80% of the demonstrated skills.

TABLE OF CONTENTS

INTRODUCTION	1
TABLE OF CONTENTS	3
PRELIMINARY PRESENTATION	4
PREREQUISITES	5
KNOWLEDGE	6
The Life Process	7
Needs of Older Adults	8
Nutrition	9
Mental Health	10
Physical Illness	11
Abuse of the Older Adult	12
Fire and Other Safety Factors	13
Vision and Aging	14
Hearing and Aging	15
PRACTICAL SKILLS	16
Personal Care	17
Medications and Dressings	18
Health Assessments	19
Basic Ambulation	20
Basic Home Management	21
Vision and Aging	22
Hearing and Aging	23
SELF AWARENESS AND PROFESSIONALISM	24
The Health Care Team	25
Communication Skills	26
Understanding Needs	27
Understanding Feelings and Attitudes	28
Recognizing One's Own Values and Fears	29
Death and Dying	30
Stress and Burnout	31
Employment Opportunities	32
INTEGRATION	33
Field Experience	34
BILBLIOGRAPHY OF SUGGESTED MATERIALS	35

PRELIMINARY PRESENTATION - 2 hours

GOAL - to understand coursework and objectives of each module

OBJECTIVE # 1 - recognizing biases toward older adults

OBJECTIVE # 2 - understanding requirements of each module

Learning activities:

Administer pre-test
Discussion of stereotypes
Discuss syllabus
Provide assignments and dates due

COMPETENCY - student understands what is required of each module and when work is required to be submitted

PREREQUISITES

First Aid as per American Red Cross Certification

1. Accident prevention and safety
2. Emergency action principles
3. First aid for wounds
4. First aid for burns
5. First aid for sudden illness
6. Respiratory emergencies

Cardiopulmonary resuscitation of adults as per American Heart Association or American Red Cross Certification

1. One rescuer
2. Two rescuer
3. Obstructed airway

These two certifications must be received prior to field experience.

K N O W L E D G E

4 units - 40 hours

THE LIFE PROCESS - 6 hours

GOAL - to increase knowledge of the physical, psychological, cultural, and economic aspects of the aging process

OBJECTIVE # 1 - defining old age

OBJECTIVE # 2 - understanding the process of socialization

OBJECTIVE # 3 - understanding developmental changes experienced as one ages

Learning activities:

Lecture on demographic, cultural, economic, psychological, and political aspects of growing older
Discussion of independent vs. dependent status, unhealthy vs. healthy dependency, and interdependent relationships

COMPETENCIES: identify characteristics of aging population
Recognize the impact of cultural, economic, demographic, psychological, and political factors of aging
Describe the ways in which values, beliefs, norms, and actions are transferred from one generation to the next

NEEDS OF OLDER ADULTS - 6 hours

GOAL - to understand the primary and secondary needs of older adults with hearing or visual impairments and the provisions available to meet those needs

OBJECTIVE # 1 - identifying basic needs of older adults

OBJECTIVE # 2 - identifying secondary needs

OBJECTIVE # 3 - identifying special needs of older adults with hearing and visual impairments

OBJECTIVE # 4 - recognizing the availability of resources to meet the needs of older adults especially those with hearing or visual impairments

Learning activities:

Lecture on primary and secondary needs of older adults
Independent research and discussion of resources

COMPETENCIES: ability to understand and discuss the primary needs - biologic/physiologic, economic, health, psychological and social
Ability to understand and discuss the secondary needs - activity, leisure, cultural, political, and spiritual
Knowledge of state, federal, and local programs available to meet the needs of the older adults within the community
Ability to assist in programs to meet the basic and secondary needs of older adults with hearing or visual impairments

NUTRITION - 3 hours

GOAL - to understand the practical problems of meeting the nutritional needs of older adults considering economic, physical, and psychological changes that occur with age

OBJECTIVE # 1 - understanding basic nutrition and good health

OBJECTIVE # 2 - preparing food budgets

OBJECTIVE # 3 - learning the essentials of special diets

Learning activities:

Chart the four basic food groups
Discussion on factors that affect food habits of older adults
Prepare sample menus
Discussion on safe food handling and storage
Divide into groups and compare prices and ingredients of various items in relationship to planned menus and within a limited budget
Divide into groups and each group presents a specific diet with nutritional reasoning, suggested menus, and shopping suggestions

COMPETENCIES: recognize nutritional needs of older adults
Ability to guide older adult in improving nutrition and food purchases
Ability to assist in planning menus for special diets - diabetic, salt-free or restricted, low cholesterol, high protein, weight reduction or gain, soft, and constipation

MENTAL HEALTH - 4 hours

GOAL - to understand good mental health and illness and conditions that may occur with growing older

OBJECTIVE # 1 - understanding what constitutes good mental health

OBJECTIVE # 2 - recognizing the effect that aging has on mental health

OBJECTIVE # 3 - recognizing treatable organic conditions

OBJECTIVE # 4 - understanding basics of Alzheimer's disease

OBJECTIVE # 5 - understanding family situations where the mental capabilities may be limited

Learning activities:

Lecture on good mental health
Discussion of effects of aging on mental health
Discussion on organic conditions affecting mental health
Discussion on Alzheimer's disease

COMPETENCIES: ability to relate the mental health problems that may occur with age
Ability to accept and work with persons who may have mental problems whether organic or nonorganic
Ability to network the family and patient into various mental health programs or services

PHYSICAL ILLNESS - 4 hours

GOAL - to understand the process of illness as it impacts older adults and their families

OBJECTIVE # 1 - recognizing basic acute illnesses

OBJECTIVE # 2 - recognizing chronic illnesses

OBJECTIVE # 3 - through knowledge of disease be able to build skills necessary to work effectively with persons with acute or chronic illnesses

Learning activities:

Reading and discussion on acute and chronic illnesses
Discussion on the relationships of aging and illnesses

COMPETENCIES: compare the nature of acute and chronic illnesses and the differences in the effects of each on the older adult
Ability to work effectively with persons with various illnesses

ABUSE OF THE OLDER ADULT - 4 hours

GOAL - to be aware of the physical, psychological, medical and material forms of abuse of the older adult

OBJECTIVE # 1 - understanding the potential for abuse

OBJECTIVE # 2 - understanding the things to look for in establishing if abuse is present

OBJECTIVE # 3 - understanding the legal issues of abuse

OBJECTIVE # 4 - differentiating the human and legal rights and responsibilities of older adults and their families

OBJECTIVE # 5 - understanding the additional potential for abuse among older adults who are hearing or visually impaired

Learning activities:

Discussion on the forms of abuse
Discussion on various things of which to be aware in conversations and on visual observation
Lecture by an attorney or protective service coordinator on the legal issues of guardianship, safety, and abuse

COMPETENCIES: ability to recognize abuse
Ability to assist older adult with problems of abuse
Identify resources to assist with problems of abuse

FIRE AND OTHER SAFETY FACTORS - 3 hours

GOAL - to recognize the importance of safety

OBJECTIVE # 1 - understanding fire hazards

OBJECTIVE # 2 - understanding good safety features

OBJECTIVE # 3 - recognizing safety problems for the hearing or visually impaired

OBJECTIVE # 4 - learning prevention strategies

Learning activities:

Lecture and film by fire department
Discussion on safety at home and in institutions
Discussion on prevention strategies

COMPETENCIES: ability to recognize potential fire and safety hazards
Ability to assist older adults with hearing and visual impairments to deal effectively with prevention and safety

VISION AND AGING - 5 hours

GOAL - to understand the psychosocial dynamics and the needs of blind or visually impaired older adults

OBJECTIVE # 1 - understanding the social effects of vision impairments on older adults

OBJECTIVE # 2 - understanding the cognitive effects of vision impairments on older adults

Learning activities:

Discussion on behavioral effects of vision loss, including feelings and emotional responses such as detachment, anxiety, social isolation and withdrawal
Discussion on vision loss contributing to depression and paranoia
Discussion on cognitive effects of vision loss on intelligence, memory, learning, attention, motivation, and perception
Demonstrating the effects of blindness on everyday living by role playing

COMPETENCIES: ability to recognize and understand the psychosocial dynamics of vision loss on older adults
Ablility to work effectively with those older adults who have experienced loss of vision

HEARING AND AGING - 5 hours

GOAL - to understand the effect of hearing impairments in combination with the biological, psychological and social changes occurring with older adults

OBJECTIVE # 1 - understanding the behavioral effects of hearing loss on the older adult

OBJECTIVE # 2 - understanding the cognitive effects of hearing loss on the older adult

Learning activities:

Readings and discussion on the feelings and emotional responses of hearing loss in the older adult
Readings and discussion on the effects of hearing loss on intelligence, memory, learning, attention, motivation, and perception
Demonstrate the effects of deafness on everyday living by role playing

COMPETENCIES: ability to summarize issues relevant to the clinical management of the older adult with impaired hearing
Ability to work effectively with older adults who have experienced hearing loss

P R A C T I C A L S K I L L S

4 units - 40 hours

PERSONAL CARE - 16 hours
including demonstrations by student for evaluation

GOAL - to understand the basic personal care skills involved in working with older adults

OBJECTIVE # 1 - learning the proper methods of providing good hygiene care

OBJECTIVE # 2 - recognizing skin care problems and the methods of care

OBJECTIVE # 3 - learning to assist patient with eating

OBJECTIVE # 4 - understanding process of elimination and developing the skills necessary to assist the patient

OBJECTIVE # 5 - learning to properly make a bed

OBJECTIVE # 6 - learning specific problems hearing or visually impaired older adults experience with personal hygiene

Learning activities:

Demonstration and guided practice in techniques of bathing - tub, shower, and bed
Discussion and practice of back rub
Reading and discussion of hair care
Demonstration and guided practice of proper oral hygiene - brushing, flossing, and denture care
Demonstration of assistance with dressing
Discussion of general skin care
Discussion on causes, prevention and treatment of decubitus ulcers
Discussion on catheter and colostomy care
Discussion and demonstration of feeding the patient at bedside and at table
Demonstration of proper bedmaking - occupied and vacant

COMPETENCIES: ability to assist the older adult with all aspects of personal care: including bathing, skin care, oral hygiene, elimination and eating
Ability to assist hearing or visually impaired older adult to establish a means of independent personal hygiene

MEDICATIONS AND DRESSINGS - 6 hours

GOAL - to assist the patient with medications and dressings

OBJECTIVE # 1 - understanding proper storage and disposal of medications

OBJECTIVE # 2 - learning to properly read labels and understand directions

OBJECTIVE # 3 - recognizing side effects of certain medications

OBJECTIVE # 4 - learning proper techniques of applying dressings

OBJECTIVE # 5 - learning proper application of hot and cold compresses

OBJECTIVE # 6 - learning the proper usage of oxygen

Learning activities:

Reading labels of various medications
Discussion of proper storage and disposal of medications
Each person chooses one medication and reports on possible side effects
Demonstration of application of dressings
Demonstration of application of hot and cold compresses
Demonstration by respiratory therapist on oxygen equipment and discussion of oxygen therapy

COMPETENCIES: ability to assist patient in taking medication
Ability to apply hot and/or cold compresses
Ability to change simple dressings
Ability to assist with oxygen therapy

HEALTH ASSESSMENTS - 3 hours

GOAL - to observe, report, and record patient condition

OBJECTIVE # 1 - understanding health and wellness

OBJECTIVE # 2 - learning to determine and record vital signs

OBJECTIVE # 3 - learning to recognize signs and symptoms of illness

OBJECTIVE # 4 - learning to provide proper documentation

OBJECTIVE # 5 - learning to use care plans

Learning activities:

Discussion on health and wellness
Demonstration and practice of determining and recording vital signs - temperature, pulse, respirations, and blood pressure
Discussion on common signs and symptoms of illness
Provide sample case studies and have groups write out care plan and then follow through with observations

COMPETENCIES: ability to recognize and record signs of illness
Ability to determine and record vital signs
Ability to follow care plans

BASIC AMBULATION - 4 hours

GOAL - to assist older adult with mobility

OBJECTIVE # 1 - promoting independent mobility

OBJECTIVE # 2 - learning to assist with ambulation

OBJECTIVE # 3 - familiarization with equipment available to assist with mobility

Learning activities:

Discussion and demonstration on transfer techniques
Visit to durable medical equipment dealer to learn about various aids available for mobility
Practice assisting each other with walking and on stairs
Discussion of importance in promoting mobility

COMPETENCIES: ability to assist older adult with mobility
Ability to teach and assist with use of ambulation aids

BASIC HOME MANAGEMENT - 3 hours

GOAL - to understand principles of good home management

OBJECTIVE # 1 - understanding importance of maintaining a clean and healthy environment

OBJECTIVE # 2 - recognizing ways to assist with management

OBJECTIVE # 3 - teaching home management skills to patient, family, or significant others

LEARNING ACTIVITIES:

Each student will prepare a sample work schedule based on a situation that is given to them
Discussion on cleaning, laundry, budgeting, and shopping for the older adult
Preparing materials to assist in teaching others

COMPETENCY: ability to assist the older adult in maintaining a clean and healthy environment by effective use of time, energy, money, and other resources

VISION AND AGING - 5 hours

GOAL - to understand problems that are experienced by older adults who have experienced vision loss or impairment

OBJECTIVE # 1 - developing strategies to assist with mobility in the patient's environment

OBJECTIVE # 2 - becoming familiar with technical aids available for use by those who have experienced a loss of vision

OBJECTIVE # 3 - developing a network of resources available to assist the older adult with a loss of vision

Learning activities:

Project of restructuring an apartment situation to make it easier for person with vision loss to ambulate
Speaker from the Association for the Blind to discuss everyday types of problems
Speaker from the Association for the Blind to show and demonstrate various technical equipment available

COMPETENCIES: ability to work effectively with older adults who have experienced a loss or impairment of vision
Ability to recognize specific problems faced by older adults with vision impairments and to help them adjust to their environment

HEARING AND AGING - 5 hours

GOAL - to understand the problems experienced by older adults who have experienced a loss of hearing

OBJECTIVE # 1 - developing communication opportunities for hearing impaired older adults

OBJECTIVE # 2 - developing a knowledge of technical aids available for hearing impairments

OBJECTIVE # 3 - developing a network of resources to assist the older adult with a hearing loss

Learning activities:

Discussion and practice on training the speaker and the listener for more effective communication
Speaker from Deaf Association to discuss the problems in everyday living that the hearing impaired experience
Speaker from Deaf Association to demonstrate the technical equipment available for persons with hearing impairments or loss

COMPETENCIES: ability to work effectively with those older adults who have experienced a loss or impairment of hearing
Ability to recognize specific problems faced by older adults with hearing impairments and to help them adjust to their environment

S E L F A W A R E N E S S

AND

P R O F E S S I O N A L I S M

3 units - 30 hours

THE HEALTH CARE TEAM - 3 hours

GOAL - to understand the role of the geriatric technician in the health care team

OBJECTIVE # 1 - defining the role of each member of the health care team

OBJECTIVE # 2 - determining the responsibilities and working relationships between team members

OBJECTIVE # 3 - developing a professional code of ethics in working with the older adult especially those with hearing or visual impairments

Learning activities:

Summarize the roles, responsibilities and relationships of the health care team in working with older adults
Discussion on the ethical rights and responsibilities of each member of the health care team

COMPETENCIES: ability to effectively work within the health care team
Ability to understand the boundaries of one's responsibilities within the health care team

COMMUNICATION SKILLS - 3 hours

GOAL - to develop skills in communicating with older adults and other health care personnel

OBJECTIVE # 1 - learning to communicate with the older adult in a patient and non-offending way

OBJECTIVE # 2 - developing skills in communicating with other health care personnel

Learning activities:

Role playing
Report writing

COMPETENCY: ability to communicate effectively with and about older adults

UNDERSTANDING NEEDS - 4 hours

GOAL - to understand the needs and levels of maturity that accompany various life stages

OBJECTIVE # 1 - recognizing the hierarchy of needs

OBJECTIVE # 2 - assessing one's own level of maturity

Learning activity:

Discussion of Maslow's hierarchy of needs
Discussion of Erikson's scheme of life tasks and development
Identification of case examples into life scheme

COMPETENCY: ability to recognize needs and stages of one's own maturity

UNDERSTANDING FEELINGS AND ATTITUDES - 5 hours

GOAL - tc increase awareness of self in relationship to older adult population

OBJECTIVE # 1 - recognizing stereotypes

OBJECTIVE # 2 - understanding reasons for choosing to work with the older adult

OBJECTIVE # 3 - understanding one's personal patterns in reactions to the helping situation

Learning activities:

Testing on stereotypes utilizing pretest
Discussion on identifying with client
Discussion on positive and negative aspects of service to older adults
Discussion on one's personal views on life and the helping situation
Discussion on difficulties of hearing and visual impairments

COMPETENCIES: ability to recognize and understand stereotypes specifically on those with hearing or vision loss
Ability to assess positive and negative aspects of career choice
Ability to understand one's own view of life and its impact on the helping aspect

RECOGNIZING ONE'S OWN VALUES AND FEARS - 3 hours

GOAL - to recognize and understand one's own values and fears

OBJECTIVE # 1 - recognizing one's own fears about death and dying

OBJECTIVE # 2 - learning to cope with loss and to assist others in doing so

OBJECTIVE # 3 - clarifying one's own value system

Learning activities:

Discussion of personal experiences of loss
Journal by student recording reactions to personal loss or a loss reported by news media
Presenting information about a terminal condition to class
Values clarification exercises

COMPETENCIES: ability to recognize one's own fears about death and dying and to not have them affect role of caregiver
Ability to understand impact on one's own values on the helping relationship

DEATH AND DYING - 4 hours

GOAL - to understand the basic emotional stages experienced by the patient and family and how to provide care and support

OBJECTIVE # 1 - learning the phases of denial, anger, depression, bargaining, and acceptance

OBJECTIVE # 2 - learning the phases of resistance, review, and transcendence

OBJECTIVE # 3 - providing emotional support to patient and family

OBJECTIVE # 4 - providing care with physical needs of patient

OBJECTIVE # 5 - understanding role of caregiver within the health care team

Learning activities:

Discussion of Kubler-Ross' On Death and Dying
Discussion of Noyes' model of resistance, review, transcendence
Discussion on involving family in treatment
Discussion on assisting patient and family in communications and expression of feelings
Discussion on living wills and euthanasia

COMPETENCIES: knowledge of stages of death and dying
Ability to assist in meeting patient's physical and emotional needs
Ability to assist family in being attuned to patient's physical and emotional needs
Ability to assist family in dealing with its own feelings about the situation

STRESS AND BURNOUT - 4 hours

GOAL - to learn to prevent stress and burnout

OBJECTIVE # 1 - knowing symptoms of stress and burnout

OBJECTIVE # 2 - learning strategies to overcome stress and burnout

Learning activities:

Discussion of stress and burnout
Discussion on understanding stress of patient through hospital stress chart

COMPETENCIES: ability to recognize stress and burnout
Knowledge of ways to help prevent stress and burnout on primary, secondary, and tertiary levels

EMPLOYMENT OPPORTUNITIES - 4 hours

GOAL - to prepare for job search

OBJECTIVE # 1 - developing job search skills

OBJECTIVE # 2 - identifying sources of employment opportunities

OBJECTIVE # 3 - gaining confidence at job interviews

Learning activities:

Practice writing resumes and cover letters
Practice filling out applications
Discussion on where to find employment opportunities
Mock interviews

COMPETENCY: ability to confidently proceed with search for employment

I N T E G R A T I O N

4 units - 40 hours

FIELD EXPERIENCE - 40 hours

GOAL - to incorporate all knowledge and skills obtained through modules in a field experience

OBJECTIVE # 1 - implementing knowledge gained through coursework

OBJECTIVE # 2 - implementing skills learned through coursework

Learning activities:

Professionally supervised practical experience with organizations and agencies providing services to older adults
Two days in institutional setting - 16 hours
Two days in home health setting - 16 hours
One day in agency setting - 8 hours

COMPETENCY: ability to work effectively with older adults, especially those with hearing or visual impairment
Ability to empathize with older adult's life style and situation

SUGGESTED READINGS AND RESOURCES

American Foundation for the Blind, Inc., 15 West Sixteenth Street, New York, New York, 10011

American Medical Association Handbook of First Aid and Emergency Care New York: Random House, 1980

Atchley, Robert C. Aging: Continuity and Change California: Wadsworth Publishing Company, 1983

Atchley, Robert C. Social Forces and Aging California: Wadsworth Publishing Company, 1985

Behncke, John A., ed. The Biology of Aging New York: Plenum Press, 1978

Brooks, Lucy The Nurse Assistant New York: Van Nostrand Reinhold Company, 1978

Caldwell, Esther and Hegner, Barbara The Health Assistant New York: Van Nostrand Reinhold Company, 1981

Consumers Union Eating Right for Less New York: Consumer's Union, 1975

Cooley, Marcia and Shaffer, Carol Fundamentals of Nursing for Human Needs Virginia: Reston Publishing Company, Inc., 1982

Department of Public Welfare, Blindness and Visual Services (BVS), P.O. Box 2675, Harrisburg, PA 17105

Hoffman, Claire P. Simplified Nursing Pennsylvania: J. B. Lippincott Company, 1981

Howe, Phyllis Sulivan Basic Nutrition in Health and Disease Pennsylvania: W. B. Saunders Company, 1981

Isler, Charlotte The Nurse's Aide New York: Springer Publishing Company, Inc., 1973

Kubler-Ross, Elizabeth On Death and Dying New York: Macmillan, 1969

Lowy, Louis Social Work with the Aging New York: Harper and Row Publishers, 1979

Mace, Nancy L. and Robins, Peter V. The 36-Hour Day Maryland: The John Hopkins University Press, 1981

Nursing 83 Books. Nurses' Reference Library Pennsylvania: Intermed Communications, Inc. 9 Books

Pennsylvania Department of Aging. Service Coordination for the Blind and Visually Impaired Elderly, Commonwealth of Pennsylvania, 1986

Pennsylvania Society for the Advancement of the Deaf, 7500 Germantown Avenue, Philadelphia, PA 19119

Regen, Susan V. Coping with Hearing Loss New York: Dembner Books, 1985

Steinberg, Franz U., ed. Cowdry's The Care of the Geriatric Patient Missouri: The C. V. Mosby Company, 1976